

At Risk & Modified Allowable Growth

Muscatine Community School District

TABLE OF CONTENTS

| | |
|--|-----------|
| Provisions for At Risk Students..... | 4 |
| Iowa Administrative Code | 4 |
| Iowa Department of Education Guidance | 5 |
| MCSD Use of Funds | 5 |
| Supplemental Plan..... | 6 |
| Supplemental Funding..... | 6 |
| Goals of Educational Program..... | 7 |
| Identification and Planning (Supplemental) | 7 |
| At Risk Indicators | 8 |
| Student Supplemental Support Plan (SSSP)..... | 10 |
| SSSP - Part A - Student Identification..... | 10 |
| SSSP - Part B - Implementation | 12 |
| SSSP - Part C - Evaluation | 13 |
| Supplemental Resources | 14 |
| Supplemental Program Evaluation..... | 15 |
| Supplemental Program Evaluation (SSP) | 16 |
| SSP – Part A - Expectations | 16 |
| SSP – Part B - End of Year | 17 |
| Modified Allowed Growth Plan..... | 18 |
| Department of Education | 18 |
| Iowa Administrative Code Funding..... | 18 |
| MAG Definitions | 21 |
| Dropout..... | 21 |
| Returning Dropout..... | 21 |
| Potential Dropout..... | 21 |
| Local Indicators for Potential Dropouts | 23 |
| MCSD Potential Dropout Indicators | 23 |
| Identification and Planning (MAG) | 25 |
| MAG Student Plan..... | 26 |
| MSP – Part A - Identification | 26 |
| MSP – Part B - Implementation..... | 28 |
| MSP – Part C - Evaluation | 29 |
| MAG Resources | 30 |
| MAG Program Evaluation (MPE) | 31 |
| MAG Program Evaluation (MPE)..... | 32 |
| MPE - Part A – Program Expectations | 32 |
| MPE – Part B - End of Year Evaluation | 34 |
| Appendix..... | 35 |

| | |
|------------------------------------|-----------|
| MAG Strategies Defined..... | 35 |
|------------------------------------|-----------|

PROVISIONS FOR AT RISK STUDENTS

IOWA ADMINISTRATIVE CODE

In Iowa, at risk is defined in the Iowa Code and the Iowa Administrative Code. Since programming is a local decision, definitions and guidance are given so that school districts are able to decide locally what the specific indicators are that put students at risk and guidance for serving these students. (taken from <http://educateiowa.gov>)

12.2(256) Definition of At-Risk

"At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students, other than students with disabilities, include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

12.5(13) Provisions for at-risk students

Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students:

1. Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population.
2. Determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A.
3. Review and evaluation of the effectiveness of provisions for at-risk students.

Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan.

1. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium.
2. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk children.
3. The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in Iowa Code section 257.38

IOWA DEPARTMENT OF EDUCATION GUIDANCE

Identification of students in each district is highly dependent on student(s) needs. Each school district will be different and the process dynamic. It is important that each district identifies individual students at-risk of school failure and use caution not to identify groups or clusters of students or even schools with a large concentration of high-risk students. Early Warning Systems are crucial for future success and each system should have two components. One is the identification process and the second is using the data for selection and implementation of research-based intervention programs.

MCSD USE OF FUNDS

Muscatine Community School District uses Supplemental Funding primarily for students in grades one through six and Modified Allowable Growth primarily for students in grades seven through twelve. The At Risk Plan is divided into two parts, based on this decision.

SUPPLEMENTAL PLAN

SUPPLEMENTAL FUNDING

281--Iowa Administrative Code 97.3(257) Supplementary weighting plan for at-risk students.

97.3(1) Uses of funds. Funding generated by the supplementary weighting plan for at-risk students shall be used to develop or maintain at-risk programs, which may include alternative school programs.

97.3(2) Calculation of funding: Funding for the supplementary weighting plan for at-risk students is calculated as follows:

- Adding a weighting for each resident student of one hundred fifty-six one-hundred-thousandths, and
- Adding a weighting of forty-eight ten-thousandths for each resident student enrolled in grades one through six, as reported by the school district on the basic educational data survey for the base year, who is eligible for free and reduced price meals under the federal

National School Lunch Act and the federal Child Nutrition Act of 1966, 42 U.S.C. Sections 1751-1785.

GOALS OF EDUCATIONAL PROGRAM

Each student will achieve **Academic Success**. This is defined as:

A1 - Grade level performance in Reading and Math as evidenced by standardized assessments

A2 - Regular school attendance

A3 - Satisfactory completion of classroom requirements, including but not limited to assignments, projects, homework and assessments

A4 - Progression through the curriculum at rate that will lead to graduation

Each student will demonstrate **Personal and Social Success**. This is defined as:

P1 - Appropriate interactions and relationships with adults and peers

P2 - Positive choices to avoid involvement with high risk and/or illegal activities, including sexual activity, gang affiliation and use of drugs and alcohol

P3 - Positive attitude toward and identification with school

P4 - Family and school interactions are supportive of each other

P5 - Appropriate school behavior

IDENTIFICATION AND PLANNING (SUPPLEMENTAL)

Buildings will use the **At Risk Indicators** to identify students who may not be on track to meet the Goals of the Educational Program. Each building will develop their own process and procedures, but it will be done no less than twice a school year. Students who have indicators marked under at least two Academic goal areas or indicators marked under at least two Personal / Social goal areas may be considered At Risk. The team must then determine if the student needs additional supports in order to meet the Goals of the Educational Program. Some students may have risk factors but are not in need of additional supports. If the team determines additional supports are needed a Plan of Support must be developed.

If it is determined that a student is in need of additional supports, an **Supplemental Support Plan** will be developed, based on the At Risk Indicator(s) of concern. The plan will be reviewed a minimum of twice a year and adjusted according to the data. The Supplemental Support **Plan** will be kept in the student's cumulative folder for a minimum of one year.

AT RISK INDICATORS

Academic Success

A1 Goal: Grade level performance in Reading and Math as evidenced by standardized assessments

- Dibels – instructional recommendations fall into Intensive Range, indicating ‘substantial Interventions’
- Not proficient on Reading Comprehension or Math Total – Iowa Assessments

A2 Goal: Regular school attendance

- Absent or tardy more than 5 days in one semester (per School Board Policy 501.2)
- Truant more than 5 days in one semester

A3 Goal: Satisfactory completion of classroom requirements, including but not limited to assignments, projects, homework and assessments.

- ‘D’ or ‘Unsatisfactory’ grade in reading/language arts or math
- Receiving support through IEP, Title I, ELL, etc. but still not succeeding as expected
- Does not complete classroom requirements, including but not limited to assignments, projects, homework and assessments.

A4 Goal: Progression through the curriculum at rate that will lead to graduation

- Being considered for retention or has been retained

PERSONAL / SOCIAL SUCCESS

P1 Goal: Appropriate interactions and relationships with adults and peers

- Identified as target of bullying or being a bully
- Referral to office or counselor for inappropriate social skills with peers
- No friendships within school

P2 Goal: Positive choices to avoid involvement with high risk and/or illegal activities, including sexual activity, gang affiliation and use of drugs and alcohol

- Documented use of illegal use of tobacco, drugs or alcohol.
- Expresses desire to belong to gang or inappropriate group (wears colors, draws symbols, etc.)
- Involvement with law enforcement

P3 Goal: Positive attitude toward and identification with school

- Has attended 3 or more schools in two year period
- Expressed feelings of not belonging
- Stealing, destruction of school property
- Parents/family report difficult getting student to school and/or history school avoidance

P4 Goal: - Family and school interactions are supportive of each other

- Language and/or culture are barriers for family involvement in the school
- Sibling has dropped out
- Parent incarcerated

P5 Goal: Appropriate school behavior

- Two suspensions (ISS or OSS) in a year
- Suspensions totaling more than 5 days per semester
- Disciplined for two or more aggressive acts (physical or verbal) in one semester

STUDENT SUPPLEMENTAL SUPPORT PLAN (SSSP)

SSSP - PART A - STUDENT IDENTIFICATION

Student _____ Date _____

LIST DATA ONLY IN THOSE AREAS OF CONCERN

| Academic Success | Measure | Date & Score of Pre- Data | Date & Score of Post Data |
|---|---------------------------------|------------------------------|---------------------------------|
| A1 Goal: Grade level performance in Reading and Math as evidenced by standardized assessments | | | |
| Dibels – instructional recommendations fall into Intensive Range, indicating ‘substantial Interventions’ | Dibels Instructional Recommend. | | |
| Not proficient on Reading Comprehension or Math Total – Iowa Assessments | Standard Score | | |
| A2 Goal: Regular school attendance | | | |
| Absent or tardy more than 5 days in one semester (per School Board Policy 501.2) | # Tardies & Total # days | | |
| Truant more than 5 days in one semester | # Truancies & Total # Days | | |
| A3 Goal: Satisfactory completion of classroom requirements, including but not limited to assignments, projects, homework and assessments | | | |
| ‘D’ or ‘Unsatisfactory’ grade in reading/language arts or math | Grades | | |
| Receiving support through IEP, Title I, ELL, etc. but still not succeeding as expected | Classroom Data | | |
| Does not complete classroom requirements, including but not limited to assignments, projects, homework and assessments. | Classroom Data | | |
| A4 Goal: Progression through the curriculum at rate that will lead to graduation | | | |
| Being considered for retention or has been retained | | | |

| Personal / Social Success | Measure | Date & Score of Pre- Data | Date & Score of Post Data |
|--|----------------|--------------------------------------|--------------------------------------|
| P1 Goal: Appropriate interactions and relationships with adults and peers | | | |
| Identified as target of bullying or being a bully | # | | |
| Referral to office or counselor for inappropriate social skills with peers | # | | |
| No friendships within school | | | |
| P2 Goal: Positive choices to avoid involvement with high risk and/or illegal activities, including sexual activity, gang affiliation and use of drugs and alcohol | | | |
| Documented use of illegal use of tobacco, drugs or alcohol. | | | |
| Expresses desire to belong to gang or inappropriate group (wears colors, draws symbols, etc.) | | | |
| Involvement with law enforcement | | | |
| P3 Goal: Positive attitude toward and identification with school | | | |
| Has attended 3 or more schools in two year period | | | |
| Expressed feelings of not belonging | | | |
| Stealing, destruction of school property | | | |
| Parents/family report difficult getting student to school and/or history school avoidance | | | |
| P4 Goal: - Family and school interactions are supportive of each other | | | |
| Language and/or culture are barriers for family involvement in the school | | | |
| Sibling has dropped out | | | |
| Parent incarcerated | | | |
| P5 Goal: Appropriate school behavior | | | |
| Two suspensions (ISS or OSS) in a year | # | | |
| Suspensions totaling more than 5 days per semester | # | | |
| Disciplined for two or more aggressive acts (physical or verbal) in one semester | # | | |

Student _____ Date _____

- Page 12 of 37

SSSP - PART C - EVALUATION

Student _____ Date _____

Person Completing Evaluation _____

1. Clearly state pre-post data in numeric form:

2. Based on data, was the plan successful?

3. Is the student now meeting or expected to meet the identified goals?

4. Next steps – brief narrative:

SUPPLEMENTAL RESOURCES

These programs, activities and resources are available to address the concerns of identified At Risk students who need additional support. This list is always changing in order to meet student needs and is not intended to be all-inclusive.

| Attendance | Connection | Grades / Credits | Achievement |
|---|---|---|-------------------------|
| Social Worker | Social Worker | Reading Interventionist | Reading Interventionist |
| Student Interventionist (Middle School) | Student Interventionist (Middle School) | Student Interventionist (Middle School) | Read 180 |
| Family supports such as meetings, trainings, etc. | Family supports such as meetings, trainings, etc. | Homework Help | Fusion Reading |
| | Summer Transition programs | Summer Programs | Tutoring |
| | | Tutoring | |

Professional Development for all staff working with At Risk Students may include:

- Positive Behavior Intervention Supports
- Strategies to increase academic achievements of At Risk students, such as Struggling Readers, KU Strategies, etc.
- Increasing awareness of needs of At Risk students
- Successful mentoring programs and techniques

SUPPLEMENTAL PROGRAM EVALUATION

In order to assure we are meeting the needs of our students, each program, activity and support funded through Supplemental and/or MAG dollars is required to complete a report at the end of the year.

SUPPLEMENTAL PROGRAM EVALUATION (SSP)

SSP – PART A - EXPECTATIONS

Program: _____ School Year _____

Person Completing Report: _____

All programs and supports funded with Supplemental At Risk dollars must complete this report and submit to Director of Special Programs. Part A, Program Expectations, is due in the fall and Program Evaluation due at the end of the school year, unless other plans have been made.

School Level: Mark all that apply:

___ Elementary ___ Middle School

Program will focus on helping students to: (select only one)

- ☐ Attain Academic Success
- ☐ Attain Personal / Social Success

Projections and Narrative

1. Projected/Expected Number of Students Served by this Program: _____

2. Projected outcomes stated in **numeric, measurable form**.

3. Narrative describing the program and/or specific interventions/activities that will take place to achieve these outcomes.

SSP – PART B - END OF YEAR

Because each program has a different focus and is individualized to meet the needs of students, the reporting format will be different for each. However, the basic data remains the same and is outlined below.

1. Student Data
2. Name
3. Grade
4. Goal
5. Pre/Post Data
6. Must be numeric
7. Must support Program Focus
8. Goal Achieved (yes/no)
9. Total Number of Students Served
10. Was the projected outcome met?
11. Other data and comments as it relates to this intervention.

MODIFIED ALLOWED GROWTH PLAN

DEPARTMENT OF EDUCATION

Rules have been adopted by the State Board of Education to incorporate the application process for modified allowable growth for returning dropout and dropout prevention services into the comprehensive school improvement planning. This action was intended to reduce paperwork and redundancy and to assure comprehensive local planning for all children and youth. To access the available funds, districts must complete the modified allowable growth application available at the Department's secure website, www.edinfo.state.ia.us. Applications for modified allowable growth must be filed with the Department no later than December 15 of the prior school year in which the funds are to be used.

The budget of an approved program for returning dropouts and dropout prevention for a school district, after subtracting funds received from other sources for that purpose, shall be funded annually on a basis of one-fourth or more from the district cost and up to three-fourths by an increase in allowable growth, as defined in Iowa Code section 257.41. By February 15 of each year, the Iowa Department of Education will notify the Department of Management and School Budget Review Committee of the approved budget for each program submitted by local school districts. The Department of Management will establish a modified allowable growth for each district equal to the lesser of the portion of the budget that is not funded from the district's local budget, or five percent of the budget enrollment multiplied times the district cost per pupil. School districts will be notified of the action of the School Budget Review Committee following its March meeting through the unofficial summary posted on the Department's web site.

Budgets approved on the basis of this application must be used for expenditures as described in the approved Comprehensive School Improvement Plan (CSIP) activities or approved continuing applications presently on file at the Department of Education. Balances can be carried over and used to offset future costs and requests for modified allowable growth. (<http://educateiowa.gov/>)

IOWA ADMINISTRATIVE CODE FUNDING

IOWA CODE: 281—98.21 (257) RETURNING DROPOUT AND DROPOUT PREVENTION PROGRAM.

Returning dropout and dropout prevention programs are funded through a school district-initiated request to the school budget review committee for modified allowable growth pursuant to Iowa Code sections 257.38 to 257.41. This amount must account for not more than 75 percent of the school district's total dropout prevention budget. The school district

must also provide a local match from the school district's regular program district cost, and the local match portion must be a minimum of 25 percent of the total dropout prevention budget. In addition, school districts may receive donations and grants, and the school district may contribute more local school district resources toward the program. The 75 percent portion, the local match, and all donations and grants shall be accounted for as categorical funding.

98.21(1) PURPOSE OF CATEGORICAL FUNDING.

The purpose of the dropout prevention funding is to provide funding to meet the needs of identified students at risk of dropping out of school beyond the instructional program and services provided by the regular school program. The funding shall be used only for expenditures that are directly related to the returning dropout and dropout prevention program.

1. Returning dropouts are resident pupils who have been enrolled in a public or nonpublic school in any of grades 7 through 12 who withdrew from school for a reason other than transfer to another school or school district and who subsequently reenrolled in a public school in the school district.
2. Potential dropouts are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:
 - a. High rate of absenteeism, truancy, or frequent tardiness.
 - b. Limited or no extracurricular participation or lack of identification with school, including but not limited to expressed feelings of not belonging.
 - c. Poor grades, including but not limited to failing in one or more school subjects or grade levels.
 - d. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.
 - e. Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education.

98.21(2) APPROPRIATE USES OF CATEGORICAL FUNDING.

Appropriate uses of the returning dropout and dropout prevention program funding include, but are not limited to:

1. Salary and benefits for instructional staff, instructional support staff, and school-based youth services staff who are working with students who are participating in dropout prevention programs, alternative programs, and alternative schools, in a traditional or alternative setting, if the staff person's time is dedicated to working with returning dropouts or students who are deemed, at any time during the school year, to be at risk of dropping out, in order to provide services beyond those which are provided by the school district to students who are not identified as at risk of

becoming dropouts. However, if the staff person works part-time with students who are participating in returning dropout and dropout prevention programs, alternative programs, and alternative schools and has another unrelated staff assignment, only the portion of the staff person's time that is related to the returning dropout and dropout prevention program, alternative program, or alternative school may be charged to the program. For purposes of this paragraph, if an alternative setting is necessary to provide for a program which is offered at a location off school grounds and which is intended to serve student needs by improving relationships and connections to school, decreasing truancy and tardiness, providing opportunities for course credit recovery, or helping students identified as at risk of dropping out to accelerate through multiple grade levels of achievement within a shortened time frame, the tuition costs for a student identified as at risk of dropping out shall be considered an appropriate use of the returning dropout and dropout prevention program funding.

Professional development for all teachers and staff working with at-risk students and programs involving dropout prevention strategies. Research-based resources, materials, software, supplies, and purchased services that meet all of the following criteria:

1. Meet the needs of K through grade 12 students identified as at risk of dropping out and of returning dropouts, Ch 98, p.2 IAC
2. Are beyond those provided by the regular school program,
3. Are necessary to provide the services listed in the school district's dropout prevention plan, and
4. Will remain with the K through grade 12 returning dropout and dropout prevention program.
5. Up to 5 percent of the total budgeted amount received pursuant to 2012 Iowa Acts, Senate File 451, section 1(1), may be used for purposes of providing district wide or building wide returning dropout and dropout prevention programming targeted to students who are not deemed at risk of dropping out.

98.21(3) INAPPROPRIATE USES OF CATEGORICAL FUNDING.

Inappropriate uses of the returning dropout and dropout prevention program funding include, but are not limited to, indirect costs or use charges, operational or maintenance costs, capital expenditures other than equipment, student transportation, administrative costs other than those related to a separate school located off site and where the administrator is assigned exclusively to this program, expenses related to the routine duties of a school nurse, general support for a school guidance counselor including any activities performed with qualified students that are also provided to all students, or any other expenditures not directly related to providing the returning dropout and dropout prevention program beyond the scope of the regular classroom.

[ARC 8054B, IAB 8/26/09, effective 9/30/09; ARC 9267B, IAB 12/15/10, effective 1/19/11; ARC 0518C, IAB 12/12/12, effective 1/16/13]

MAG DEFINITIONS

Modified Allowable Growth (MAG) is used for Dropout Prevention. Students eligible for services are using MAG funds are defined in Iowa Code 257.39.

DROPOUT

Dropout: as a school-age student who is served by a public school district and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

- The National Center for Education Statistics' (NCES) definitions used for dropouts include students who satisfy one or more of the following conditions:
 - Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current year; or
 - Was not enrolled by October 1 of the previous school year although was expected to be enrolled some time during the previous school year; and
 - Has not graduated from high school or completed a state- or district-approved educational program; and
 - Does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district-approved educational program, b) temporary school-recognized absence for suspension or illness, c) death, or d) move out of the state or leave the country.
 - A student who has left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college IS considered a dropout. However, a student who enrolls in an alternative school or alternative program administered by a public school district IS NOT considered a dropout. (Iowa Condition of Education for 2010, page 231)

RETURNING DROPOUT

Resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district. (Iowa Code 257.39)

POTENTIAL DROPOUT

Resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by **two or more of the following**: (Iowa Code 257.39)

1. High rate of absenteeism, truancy, or frequent tardiness.
2. Limited or no extracurricular participation or lack of identification with school, including but not limited to expressed feelings of not belonging.
3. Poor grades, including but not limited to failing in one or more school subjects or grade levels.
4. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.
5. Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education.

LOCAL INDICATORS FOR POTENTIAL DROPOUTS

The Department of Education has instructed school districts to define local thresholds for attendance and “no connection.” Districts must also define ‘failing’ and ‘no progression’ at the local level. Achievement has been specifically defined by the Department of Education as two years below grade level.

Students who have at least one indicator marked under a minimum of two Criteria are considered Potential Dropouts and may be eligible for MAG funded programs and activities.

MCS D POTENTIAL DROPOUT INDICATORS

Criteria 1: High rate of absenteeism, truancy, or frequent tardiness.

- Absent 20% or more of school days (one day or more per week)
- Student truant eight or more days per semester
- Tardy 20% or more days (one or more days per week)

Criteria 2: Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging.

- Expelled
- Three or more incidents of inappropriate verbal or physical interactions, **each** resulting in a school suspension (in or out) **or**
- Involvement with legal system
- Attended more than three schools in past two years **or**
- Moved more than three times during school year **or**
- Returning from residential placement
- Evidence, reports or self-reports of more than one instance of being victim of bullying or bullying others
- Documented statements made about hating school **or**
- No extra-curricular activities **or**
- Retained in elementary or middle school
- Teen parent

Criteria 3: Poor grades including, but not limited to, failing in one or more school subjects or grade levels.

- Number of credits not sufficient to graduate with class (overage / under-credited)
- Failing two or more courses at middle/high school level
- Failing Language Arts or Math (specifically) at MS/HS level
- Incomplete work having significant impact on learning and/or grades.

Criteria 4: Low achievement scores in reading or mathematics, which reflect achievement at two years or more below grade level. (Refer to chart in plan)

- Reading achievement two years or more below grade level on Iowa Assessments
- Math achievement two year or more below grade level on Iowa Assessments

Iowa Assessment - Standard Score Cut Points for 2 Years Below Grade Level
From Iowa Department of Education MAG Application

| Fall, Midyear, and Spring Norms: | | | | | | |
|---|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
| | Fall | | Midyear | | Spring | |
| Grade | Reading NSS | Math NSS | Reading NSS | Math NSS | Reading NSS | Math NSS |
| 3 | 137 | 138 | 141 | 142 | 150 | 150 |
| 4 | 157 | 158 | 161 | 162 | 168 | 168 |
| 5 | 175 | 176 | 179 | 180 | 185 | 186 |
| 6 | 192 | 192 | 195 | 195 | 200 | 200 |
| 7 | 205 | 206 | 208 | 209 | 214 | 214 |
| 8 | 219 | 219 | 222 | 222 | 227 | 228 |
| 9 | 232 | 232 | 234 | 234 | 239 | 240 |
| 10 | 244 | 244 | 246 | 246 | 250 | 250 |
| 11 | 254 | 254 | 256 | 256 | 260 | 260 |

Criteria 5: Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education.

- See Supplemental At-Risk Plan within this document

IDENTIFICATION AND PLANNING (MAG)

Buildings will screen students using the MCS D Potential Dropout Indicators at least once a year. If a student meets two of the five criteria, as based on the Local Indicators, the building team must then determine if there is a need for additional supports for student to remain in school and progress toward graduation. Some students may have risk factors but don't need additional supports because the current supports are enough for successful progression. Some supports may not require MAG funding or programming.

If the team determines additional supports are needed a **MAG Support Plan** will be written. The plan will be based on a minimum of one of the **Criteria** identified and measured using a minimum of one of the identified **Local Indicators**. The plan will be reviewed a minimum of twice a year and adjusted according to the data. The **MAG Support Plan** will be kept in the student's cumulative folder for a minimum of one year.

MAG STUDENT PLAN

MSP – PART A - IDENTIFICATION

Student _____ Date _____

LIST DATA ONLY IN THOSE AREAS OF CONCERN

| | Measure | Date & Score of Pre- Data | Date & Score of Post Data |
|--|--|---------------------------------|---------------------------------|
| Criteria 1: High rate of absenteeism, truancy, or frequent tardiness. | | | |
| Absent 20% or more of school days (one day or more per week) | # Absences / Total Days Enrolled | | |
| Student truant eight or more days per semester | # Truancies / Total Days | | |
| Tardy 20% or more days (one or more days per week) | # Tardies / Total Days | | |
| Criteria 2: Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging. | | | |
| Expelled | Yes / No | | |
| Three or more incidents of inappropriate verbal or physical interactions, each resulting in a school suspension (in or out) or Involvement with legal system | # Incidences & # days suspension per incidence OR Reason for legal involvement | | |
| Attended more than three schools in past two years or Moved more than three times during school year or Returning from residential placement | # Schools OR # moves OR description of placement | | |
| Evidence, reports or self-reports of more than one instance of being victim of bullying or bullying others | # reports | | |

| | Measure | Date & Score of Pre- Data | Date & Score of Post Data |
|--|---------------------------------------|---------------------------------|---------------------------------|
| Documented statements made about hating school or No extra-curricular activities or Retained in elementary or middle school | # Statements or Retention Information | | |
| Teen parent | Yes / No | | |
| Criteria 3: Poor grades including, but not limited to, failing in one or more school subjects or grade levels. | | | |
| Number of credits not sufficient to graduate with class (overage / under-credited) | # credits/ # needed | | |
| Failing two or more courses at middle/high school level | Names of courses failing | | |
| Failing Language Arts or Math (specifically) at MS/HS level | Names of courses failing | | |
| Incomplete work having significant impact on learning and/or grades. | Data to support | | |
| Criteria 4: Low achievement scores in reading or mathematics, which reflect achievement at two years or more below grade, level. | | | |
| Reading achievement two years or more below grade level on Iowa Assessments | Standard Score – refer to Plan | | |
| Math achievement two years or more below grade level on Iowa Assessments | Standard Score – refer to Plan | | |
| Criteria 5: Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education. | | | |
| See Supplemental At-Risk Plan within this document | NA | | |

MSP – PART B - IMPLEMENTATION

Student _____ Date _____

1. Clear description of the concern based on numeric data (baseline data):

2. Clear description of the goal based on the Criteria and Indicator(s):

3. Clear description of the research-based support/intervention to be used:

4. Name of person responsible for implementing the plan:

5. Time frame: Include specific information when possible i.e. start/end dates, number of sessions, etc.

6. Expected outcomes in same measurable terms as baseline data:

MSP – PART C - EVALUATION

Student _____ Date _____

Person Completing Evaluation _____

1. Clearly state pre-post data in numeric form:

2. Based on data, was the plan successful?

3. Is the student now meeting or expected to meet the identified goals?

4. Next steps – brief narrative:

MAG RESOURCES

These programs, resources and supports are available to address the concerns of identified Dropouts, Returning Dropouts and Potential Dropouts who need additional support. This list is always changing and not intended to be all-inclusive.

| Attendance | Connection | Grades / Credits | Achievement |
|--|--|-------------------------|-------------------------|
| Student Interventionist | Student Interventionist | Student Interventionist | Student Interventionist |
| East Campus | East Campus | East Campus | East Campus |
| Juvenile Court Liaison | Juvenile Court Liaison | Choices (middle school) | Read 180 |
| ALC (credit recovery) | Peer Mediation | ALC (credit recovery) | Fusion Reading |
| Community Liaison (home visits, student contracts) | Community Liaison (home visits, student contracts) | Summer Programs | |
| Mentor | Summer Transition programs | Homework Help | Tutoring |
| Teen Age Parent Services –TAPS | Mentor | Tutoring | |
| | Teen Age Parent Services –TAPS | | |
| | Choices (middle school) | | |

Professional Development for all staff working with At Risk Students. Topics may include:

- Positive Behavior Intervention Supports
- Strategies to increase academic achievements of At Risk students, such as Struggling Readers, KU Strategies, etc.
- Increasing awareness of needs of At Risk students
- Successful mentoring programs and techniques

MAG PROGRAM EVALUATION (MPE)

In order to assure we are meeting the needs of our students, each program, resource and support funded through MAG dollars is required to complete a report at the end of the year.

MAG PROGRAM EVALUATION (MPE)

MPE - PART A – PROGRAM EXPECTATIONS

Program: _____ School Year _____

Person Completing Report: _____

All positions and programs funded with MAG dollars must complete this report.

School Level: (Mark all that apply)

☐ Elementary ☐ Middle School ☐ High School

Targeted Audience (Mark all that apply)

☐ Returning Dropouts (Grades 7-12 only) ☐ Potential Dropouts

Program will focus on helping students to: (select only one)

☐ Staying in School ☐ Progressing in School ☐ Completing School

Strategies:

All strategies, activities, programs and initiatives must be **IN ADDITION TO** the general education instruction and school wide academic/behavior supports already in place for all students. Additional information and specific definitions can be found at <http://dww.ed.gov/Dropout-Prevention/>

Check all that apply, with a minimum of one.

| | |
|--|---|
| <i>Academic Strategies</i> <ul style="list-style-type: none"> <input type="checkbox"/> Individual or small group reading/Math Strategy Instruction <input type="checkbox"/> PBIS (Positive Behavior Interventions and Supports) – intensive or supplemental assistance <input type="checkbox"/> Individualized learning <input type="checkbox"/> Use of technology: <input type="checkbox"/> Tutoring <input type="checkbox"/> Alternative School/Offsite Alternative Program | <i>Personal/Social Strategies</i> <ul style="list-style-type: none"> <input type="checkbox"/> Family Training/Supports <input type="checkbox"/> Mentoring <input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Problem Solving Skills/Conflict Resolution Instruction <input type="checkbox"/> Case Management <input type="checkbox"/> After-School Programs <input type="checkbox"/> Service-learning <input type="checkbox"/> Community collaboration <input type="checkbox"/> Check and Connect <input type="checkbox"/> Advisory Programs |
| <i>Career/Community Strategies</i> <ul style="list-style-type: none"> <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Work Experience <input type="checkbox"/> Skill Development | <i>Other</i> <ul style="list-style-type: none"> <input type="checkbox"/> Please Explain |

Projections and Narrative

1. Past Results/Outcomes (continued program) or Justification for Program (new program). Numeric data only.

2. Projected/Expected Number of Students Served by this Program: _____

3. Projected outcomes stated in **numeric, measurable form** aligned with data in Past Outcomes or Justification data.

4. Narrative describing specific interventions/activities that will take place to achieve these outcomes.

MPE – PART B - END OF YEAR EVALUATION

Because each program has a different focus and is individualized to meet the needs of students, the reporting format will be different for each. However, the basic data remains the same and is outlined below.

1. Student Data
2. Name
3. Grade
4. Goal
5. Pre/Post Data
6. Must be numeric
7. Must support Program Focus
8. Goal Achieved (yes/no)
9. Total Number of Students Served
10. Intervention Data – Program Specific
11. Example: # times mentors met, # tutoring sessions, # Conflict Resolutions held per semester, description of specific application of professional development, % Score in Read 180, etc.
12. Was the projected outcome met?

APPENDIX

MAG STRATEGIES DEFINED

Academic Strategies are represented by any activity implemented to improve the capacity for learning and the application of learning for core areas in education such as reading, math, language, science, social studies, etc. Supplemental instruction, intensive instruction, alternative programming, are all intended to improve skills for academic learning and/or the application of academic learning for students identified as returning/potential dropouts. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience.

- **Individual or small group reading/Math Strategy Instruction::** Help low-achieving students recognize that focusing on reading, writing and math skills is the foundation for effective learning in all other subjects.
- **PBIS (Positive Behavior Interventions and Supports)** – intensive or supplemental assistance
- **Individualized learning:** An intensive level of customized individual academic programming for at-risk students that promotes each student's unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
- **Use of technology:** Technology offers some of the best opportunities for delivering instruction which engages students in authentic learning, addresses multiple intelligences, and adapts to students' learning styles in a media-rich environment.
- **Tutoring:** Tutoring is a one-to-one activity, focused on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies. Tutoring should focus on specific strategy instruction to assist students with the ability to be a better student overall. Strategies and content should differ from that used in the general education classroom.
- **Alternative School/Offsite Alternative Program:** designed to provide an alternative to dropping out of school, with special attention to the student's individual social needs and the academic requirements for a high school diploma. These schools can also provide rich experiences to those students who are returning dropouts. Alternative programs exist at all levels, alternative schools currently exist at the high school level.

Personal/Social Strategies are represented by any activity implemented to improve student knowledge and application of skills involved in becoming healthy, self-confident and motivated, knowing what behaviors are expected, curbing impulses to misbehave, being able to wait, following directions, knowing how to ask for help, expressing needs, and cooperating and getting along with others.

- **Mentoring:** A one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. The mentor makes a commitment to provide guidance and support for the mentee to develop their fullest potential based on their vision for the future. Mentoring occurs in many different formats including the traditional one-to-one relationship, a one-to-group relationship, and recently a “telementoring” relationship having multiple relationships about different topics.
- **Family Training/Supports:** Research consistently finds that family engagement has a direct, positive effect on children’s achievement and is the most accurate predictor of a student’s success in school.
- Interpersonal Skills
- **Problem Solving Skills/Conflict Resolution Instruction:** Students who don’t feel safe at school will not want to stay in school. Dealing with conflict constructively is a skill that when adopted into a school’s culture will provide a safe environment for learning.
- **Case Management:** Coordinated effort of staff assigned a specific caseload to oversee all parts of a student’s success at home, in school and in the community.
- **After-School Programs:** Help to eliminate information loss and inspire interest in a variety of areas.
- **Service-learning** connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
- **Community collaboration:** When all groups in a community provide collective support to the school, an infrastructure is created that provides a caring supportive environment where youth can thrive and achieve. Collaborating with community agencies helps students stay in school and make right choices by connecting schools with needed community resources. By bringing resources, services, parents, and volunteers into schools, we create a community of caring adults who work hand in hand with educators. The collaborations help communities assess the needs of their youth, design plans for meeting those needs, using existing resources and connecting young people with services in a variety of ways.
- Check and Connect
- **Advisory Programs:** Promote healthy student development, support academic success, and provide multiple opportunities to bridge the divide between healthy development and academic success. They help ensure that all young people have an adult who knows them well. Advisory helps create stronger bonds among young people, usually cutting across the typical exclusionary social groups that form in schools. It is the “safe container” for discussing adolescent concerns and provides an ideal setting to teach and practice important life skills. Advisories encourage student voice on school wide issues. Finally, they establish a forum for academic, college and career coaching, and advisement that cuts across subject areas. In short, advisory programs encourage both student achievement and healthy development

directly through instruction, coaching, and monitoring; and indirectly through increasing attachment to school.

Career/Community Strategies are represented by any activity implemented to improve student knowledge, exploration, and or training in career fields/pathways. Awareness, exploration, preparation and transition initiatives (between schools and or between school and work) are implied. Efforts to link academic learning to application in career development are also implied. Examples of program efforts include but are not limited to career planning; classes in career awareness; shadowing; work experiences, internships, and apprenticeships; transition experiences and planning, and career and technical training/preparation classes and courses.

- Job Shadowing
- Work Experience
- Skill Development